

DOWNTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

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Remote Learning Policy



Dream, Believe, Achieve

Love, Peace, Joy



DOWNTON PRIMARY SCHOOL

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Remote Learning at Downton Defined

Remote learning occurs when the pupil and teacher are separated and the learning takes place away from the classroom. Areas covered by this policy include remote learning due to COVID-19 or other similarly severe occurrences.

At Downton, remote learning will take place using the school website, Seesaw and Teams to ensure children are receiving a broad and balanced curriculum. It is recommended that children spend a minimum of four hours on home learning each day. This policy aims to ensure this provision is consistent across the school.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Adhere to remote education expectations as outlined in Guidance for Full Opening of Schools (Gov.uk Oct 2020).
- Maintain key aspects of school life including class check ins, welfare checks and support for pupil wellbeing.
- Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers will either be working at school or from home. If at home, they must be contactable during normal school hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure. Duties will be assigned to another member of staff by the senior leadership team.

When providing remote learning, teachers are responsible for:

- **Setting work –:**
 - Teachers need to set work weekly on the school website; the same work is completed by children at home and at school. Photographs of completed work is sent to teachers via Seesaw.

- The weekly home learning planning template (Appendix 1) outlines what lessons teachers need to upload each week and this learning is planned from the relevant year's curriculum.
- Teachers will set one piece of work for English and maths each day with scaffolding for children who may need this and extension challenges for more able children. These tasks will be uploaded in one document per each day on the website to make access easier for parents. It also includes arithmetic and spelling.
- Weekly science, RE, PE, topic, inner peace and art activities will also be posted on the website for parents to access. These will be uploaded as one document on to the relevant page on the school website.
- All of the work for the week is uploaded to the school website (weekly planning template and files for each lesson for the week) by 8:00am on Monday morning.
- If necessary, extra support or scaffold sheets can be sent directly to the parents of children with SEND using Seesaw.
- Where appropriate, paper packs may be sent home to support individual children.
- The same resources and planning is used for key worker children in school to ensure consistency.
- Teachers create a weekly timetable which is shared on the school website to ensure key worker children do not repeat lessons when they are only in school part time (see example Appendix 2)

• **Teaching live lessons –:**

- Class teachers will teach a live 15-minute maths and English lesson every day on Microsoft Teams.
- Teachers will also lead a weekly check in for their class on Fridays.

Live teaching timetable:

	Maths	English	Science
Year 6	9:00am	10:45am	Wed 1:30
Year 5	10:00am	11:45am	Thursday 1:30pm
Year 4	10:00am	11:45am	
Year 3	9:30am	11:15am	
Year 2	9:30am	11:15am	Wed 1:00 -1:15pm
Year 1	9:00am	10:45am	
Celebration Assembly		Thursday 2:30pm	

Friday Check ins	
Foxes	1:00pm
Dormice	1:20pm
Badgers	1:40pm
Kestrels	1:40pm
Hedgehogs	2:00pm
Stags	2:00pm
Falcons	2:20pm

- **Providing feedback on work**

- Teachers will monitor children's work completed at home via Seesaw.
- All work must be acknowledged.
- In English and maths, one next step should be provided each week (in line with the school's feedback and assessment policy).
- The schools marking and feedback policy will be used when giving feedback.

- **Keeping in touch with pupils who aren't in school and their parents**

- Teachers will update a communications record each day. This includes details of which children attend live lessons and who has uploaded work on Seesaw.
- Any concerns or complaints should be dealt with in accordance with the school's complaints policy.
- For any safeguarding concerns, teachers should immediately notify the safeguarding lead (via telephone if working from home). This and consequent actions are to be added to the pupil's child protection notes.
- If parents/pupils cannot access remote learning, SLT should be notified.
- SLT will contact any families around which there are concerns about engagement with home learning

- **Attending virtual staff meetings and briefings**

- Staff will meet daily via Zoom at 8:15am during a full school closure to share important messages and to help develop the effectiveness and consistency of remote learning.
- Staff meetings will take place via Zoom until 5pm every Monday.
- If you are logging in from home, please avoid areas with background noise and use a plain background.

- **Teaching key worker children**

- Teachers will be responsible for teaching key worker children in class. The input for maths and English will be the live lessons and the work set is the same that is created for the school website to ensure consistency

2.2 Support Staff

Support staff will be based in class bubbles during a school closure. They are responsible for supporting the teacher with remote learning and in class teaching.

Responsibilities can include:

- Writing feedback on Seesaw posts.
- Supporting with the running of Teams during live lessons.
- Helping teachers to plan and produce learning resources.
- Supporting key worker children in the classroom.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Signposting staff to online resources best suited to remote learning e.g. Bug Club where books are provided for parents
- In the case of the PSHE and computing lead, providing additional support for pupils e.g. inner peace strategies, relax kids

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including expectations and teaching and learning for pupils isolating.
- Monitoring the effectiveness of remote learning. This includes measuring and reporting pupils able to access online learning, evaluating the quality and consistency of online/remote learning across the school and gathering pupil, parent and teacher voice via online surveys.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Overseeing security settings including policy settings on Microsoft Teams.

2.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Advising pupils and parents of measures designed to protect them from online abuse
- Reporting and recording concerns. Contacting parents and pupils and ensuring they are given appropriate support including help from outside agencies, if required.
- Monitoring and reviewing actions and support for families considered to be vulnerable.
- Reporting safeguarding measures to the school's governing body.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Follow the Teams acceptable use guidance when joining in live lessons

Parents with children learning remotely should:

- Make the school aware if their child is sick or otherwise cannot complete work by contacting the school office.
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff.

2.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to remote learning and ensuring education remains effective.
- Ensuring staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. E-safety

Policy settings for Microsoft Teams at Downton have disabled Team calls and the chat facility. When carrying out live lessons, the following settings must be applied to Teams meetings:

- Lobby enabled and nobody can bypass this
- Only owner can share screen
- All children have an individual log in and password

See Teams guidance shared with children and parents in Appendix 3

4. Keeping pupils motivated and engaged

Whatever the personal circumstances of our families, during school closures, we are committed to delivering our curriculum through Teams, Seesaw and our school website. In order for pupils to access the learning and make progress, not only does the learning need to be engaging but staff must take extra care to support pupil and parent wellbeing. We do this using strategies that may include the following:

- Weekly class check ins on Fridays
- Sharing a story each week
- Daily live lessons on Teams
- Lessons and resources from a range of subjects across the curriculum
- Regular messages from their class teachers on Seesaw
- Personal feedback via Seesaw
- Welfare phone calls for vulnerable children
- Fitness and inner peace challenges

5. Pupils having difficulty submitting work

The weekly communication records have a list of who has accessed the live lessons or who is uploading work via Seesaw. This list is checked every 2-3 days to see who is accessing the home learning. When children are not accessing the remote learning, SLT phone families to look at ways in which they can support. This includes:

- Loaning a device to the family
- Teaching parents how to log in to Seesaw and Microsoft Teams
- Providing paper packs with the learning
- Conversations with the child in question to support motivation and engagement

Alternative arrangements are matched to a family's specific requirements and take account of the individual needs of children. Additional measures to support the special educational needs (SEN) of children include:

- Scaffolded work sent directly to the parents via Seesaw.
- Additional welfare calls from the SENCO or SLT for SEN pupils who are also in the vulnerable pupils list. Advice and guidance includes help with teaching and learning and signposting to community support groups and resources.
- (Concerning school closures and in line with government guidance) Making in-school provision for vulnerable pupils (those with a social worker) or those with an Education Health Care Plan.

6. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – Key Stage Leader
- Issues with behaviour – Key Stage Leader and then Deputy Head (Amy Bates)
- Issues with their own workload or wellbeing – Key Stage Leader and then head teacher (Paula Carlton)
- Concerns about data protection – head teacher (Paula Carlton)
- Concerns about safeguarding – Paula Carlton (DSL), Amy Bates (DDSL), Emily Dunford (DDSL)

7. Data protection

7.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use school devices such as laptops which require password access and contain filtering and antivirus software.
- Avoid emailing personal data. Such data should be sent using encryption service providers such as Egress.

7.2 Personal data

Work (not personal) emails are used by staff for remote learning on Microsoft Teams. Parents have been told to contact the school office if they require support.

7.3 Keeping devices secure

All staff members will take appropriate steps to ensure school devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Appendix 1:



Downton C of E VA Primary school- Weekly home learning sheet

Please upload any evidence of learning to your Seesaw account for your teacher to respond. Remember to log in to Teams for you daily maths and English lessons – times are below.

Daily activities:

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing activities:					
Reading:					
Maths activities:					
Arithmetic:					

Additional activities:

Science:	RE/worship:	Inner Peace:
Topic:	PE 1:	Art:
PE 2:	Weekly Class Check in:	Daily English and maths lessons on Teams:

Appendix 2:

Suggested Timetable: (Please note, this is only a suggestion as is mainly to guide the Critical Worker children).

	Session 1		Session 2		Session 3	Session 4
Monday	Arithmetic Maths Live lesson at 9.00am	Break Time	English Live lesson at 10.45am Spellings Reading	Lunch time	Inner Peace	PE
Tuesday	Arithmetic Maths Live lesson at 9.00am		English Live lesson at 10.45am Spellings Reading		Art	
Wednesday	Arithmetic Maths Live lesson at 9.00am		English Live lesson at 10.45am Spellings Reading		Science Live lesson at 2.00pm	
Thursday	Arithmetic Maths Live lesson at 9.00am		English Live lesson at 10.45am Spellings Reading		RE	Topic
Friday	Arithmetic Maths Live lesson at 9.00am		English Live lesson at 10.45am Spellings Reading		PE	Weekly catch up 2.20pm



A Guide to Teams



Live learning on Microsoft Teams: Student Expectations

Teams for Education provides a secure network for pupils to participate in live lessons. It is password protected. Calls and messaging between pupils has been disabled. To ensure that you get the most out of each lesson please can you make sure that you carefully read and share this guidance with your children:

Before the lesson:

1. Ensure that you are dressed appropriately and that you are in an appropriate location to learn without any distractions.
2. Registers of attendance will be taken for each session.
3. You will need to be ready to start your lesson at least 5 minutes before the scheduled time so you are ready to start the lesson on time.
4. Have any materials for the lesson with you e.g. your exercise book, pen, pencil, ruler, rubber.
5. Log in to Teams and click on your class tile: you will be able to see where you can join a live lesson. Click [here](#) and then **join** the lesson.



6. Wherever possible, use a device with a larger screen. Smartphones are fine but the smaller screen size will make reading/seeing lesson content more challenging.

During the lesson:

1. During the lesson, please mute your microphone and ensure your camera remains switched off.
3. If you need to ask a question, then please indicate by using the 'raise hand icon'. Your teacher will show you how to do this.
4. Always speak slowly and clearly: use appropriate language as you would be expected to do in a lesson.
5. Do not record the session.
6. Behave appropriately and do your best in the lesson and get involved as much as you can.

Live lessons are a great way to learn so enjoy them and get involved 😊